



# Arts and Creativity Podcast Script

Gifted and Talented Education in the Visual and Performing Arts  
Julie Palkowski & Mark Schwingle

**(Mark):**

*"Every child deserves to learn something new every day. Growth happens when kids are challenged .... Teachers have an obligation to help ALL students grow." (Dr. Lisa Wright, Teachers College, Summer 2019)*

**(Julie):**

*Hello World! That was a quote from Dr. Lisa Wright from Teachers College. The quote sets the stage for our podcast today. I am Julie Palkowski, Wisconsin Department of Public Instruction Arts and Creativity Education Consultant.*

**(Mark):**

*And I'm Mark Schwingle, the Wisconsin Department of Public Instruction Gifted and Talented Education Consultant.*

**(Julie):**

*On this episode we will be highlighting gifted and talented education in the visual and performing arts.*

**(Mark):**

*We hope to offer our listeners with ideas and strategies for how to address the needs of all high-ability/high-potential students in your schools, including those in the visual and performing arts fields.*

**(Julie):**

*Our podcast will be diving into (three) main questions about our topic.*

- 1. What is the connection between the visual and performing arts and gifted/talented education?*
- 2. Why do you use the term high-ability/high-potential sometimes and gifted/talented other times?*
- 3. Why is it important to focus on addressing the needs of any students who are showing potential and those who are already identified as gifted/talented?*

**(Julie):**

What is the connection between the visual and performing arts and gifted/talented education?

**(Mark):**

There are five key domains of gifted/talented education. They are general intellectual, specific academic, leadership, creativity, and visual and performing arts. Generally we see students being identified in general intellectual or specific academic areas because there are tests that can help in identifying these areas. The other three domains - including visual/performing arts - are identified less often. Students in the visual and performing arts can be identified as gifted/talented based on a portfolio, audition, performance, nomination, etc. but the identification process should be based on multiple measures. Of note is that oftentimes the terms gifted and talented can be used interchangeably, but generally in the visual and performing arts, we think more along the lines of talented. What's the difference, you may be asking ... François Gagné (2003) says: "Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance." That said, I think in some ways the two terms (gifted & talented) are a distinction without a difference. Ultimately, whatever we call it, we need to make sure that we are providing these gifted or talented - as well as high-ability/high-potential students - the best possible education so they are appropriately challenged so they can grow and learn to the best of their ability.

**(Julie):**

Why do you use the term high-ability/high-potential sometimes and gifted/talented other times?

**(Mark):**

As discussed earlier, there are a variety of terms being used and this sometimes leads to confusion. I use the term or phrase high-ability/high-potential because we need to constantly focus on meeting the needs of all students. So, for example, if a student hasn't been formally identified as gifted/talented, they still may be high-ability or high-potential and therefore need to have their learning needs met, as well. The specific label of gifted/talented also means that there are specific steps a district has taken (as per their district's GT plan) for identifying the student, and they are then expected to provide "appropriate programming." To me, whether a student is formally identified or not, it is critical that they are being appropriately challenged so they can learn and grow.

**(Julie):**

Just a note to our listeners that my initial exposure to this topic occurred several years ago, not only as a music educator, but also as a member of a statewide team who constructed a guide to help identify students gifted in music. The work from this team as well as a link to the art and design planning guide, both offer strategies and tools to support our students who are gifted and talented. These links are mentioned within the resource section of this podcast, as well as the other resources Mark and I mention within this podcast.

Now, back to our conversation with question 3.

**(Julie):**

Why is it important that we focus on addressing the needs of any students who are showing potential or are already identified as gifted/talented?

**(Mark):**

My answer here is simple (since I'm quoting someone else :)), and it's something I was referencing earlier in my responses to the other two questions. "Every child deserves to learn something new every day. Growth happens when kids are challenged .... Teachers have an obligation to help ALL students grow " (Dr. Lisa Wright, Teachers College, Summer 2019). Here at DPI, we talk a great deal about making sure all students are graduating college, community, and career ready. In my world, that means that students of color, English learners, students eligible for free and reduced lunch are performing at the advanced level at the same rate as all other students so there isn't what we call an excellence gap. It also means that we are serving all high-ability/high-potential students in all **five** domains of giftedness, including those students in the visual and performing arts domain.

**(Julie):**

Well, Mark and I have answered our 3 main questions. Let's move on to how you the listener can extend your learning for this topic.

**(Mark):**

Here are three action steps for you the listener to take.

1. Start at "home" by reviewing your own district's gifted/talented plan. This should help you gain a better understanding about how a student could be identified as gifted/talented in visual and performing arts and what programming options are available.
2. Engaging families is critical (and, frankly, required) so think about how families and school staff can best work together on the identification of and programming for a high-ability/high-potential gifted/talented child.
3. Visit [dpi.wi.gov/gifted](http://dpi.wi.gov/gifted) to learn more about arts education and Gifted and Talented strategies as well as the specific administrative rules and statutory language related to gifted education.. You may also wish to reach out to me directly (telephone number and email links can be found my website) since I can share more information about identification approaches as well as some of the work that is happening in other states as well.

**(Julie):**

You can also contact me, Julie Palkowski, Arts and Creativity Education Consultant, with your questions. Additional resources are within the podcast resource section, as well as within the arts and creativity page at [dpi.wi.gov/fine-arts](http://dpi.wi.gov/fine-arts).

Finally, you are encouraged to share your arts education and gifted ideas with us by leaving your comment within the episode description feedback link.

I am Julie Palkowski.

**(Mark):**

And I am Mark Schwingle.

**(Julie):**

Thank you for listening.

The Arts and Creativity Podcast is produced and curated by yours truly, Julie Palkowski, Arts and Creativity Education Consultant for the Wisconsin Department of Public Instruction. The royalty free music selections used in this episode are provided through a PBS Wisconsin Education partnership with Badgerlink. The songs used included:

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First Day of School/ Ionics/Media Music Madness (collection)/Soundzbound Royalty Free Music

Thank you for listening.

## Resources

- National Association for Gifted Children. Retrieved on January 3, 2020 from.
- Saraniero, P. Arts Edge: Supporting Artistically Gifted Students retrieved on January 3, 2020 from <http://artsedge.kennedy-center.org/educators/how-to/supporting-individual-needs/supporting-artistically-gifted-students.aspx>.
- WI DPI Arts and Creativity- <https://dpi.wi.gov/fine-arts>
- WI DPI Gifted and Talented Pupils - <https://dpi.wi.gov/gifted>
- WI DPI Gifted Professional Learning Community page- <https://drive.google.com/file/d/0B4LMDPvLeFzLY2J6OVlpVXA1b0U/view>
- WI DPI PLanning Curriculum in Art and Design. (2013). Retrieved on January 3, 2020 from <https://dpi.wi.gov/sites/default/files/imce/cal/pdf/planning-curriculum-in-art-and-design.pdf>.
- Wisconsin Music Educators Association. (2009). Gifted and Talented Resource Guide: Music Identification

Handbook retrieved on January 3, 2020 from <https://www.nagc.org/about-nagc>.

## Quote Credits

*"Every child deserves to learn something new every day. Growth happens when kids are challenged .... Teachers have an obligation to help ALL students grow "* (Dr. Lisa Wright, Teachers College, Summer 2019)

*François Gagné (2003) says: "Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance."*

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